

SEA* View
***State Education Agency**
- Linda Krantz, DPI School Counseling Consultant

The twelve month calendar year is full of beginnings- the new year in January, Springtime, when the world wakes up and plant life begins anew, July 1, the start of the school fiscal year, and now, when students and staff begin a fresh new school year. This edition of Counselink represents a new column from your new state school counseling consultant.

That being said, allow me introduce myself to you. Prior to coming to DPI, I worked as a school counselor at every level, PK-12. I occupied the middle school vice president and president chairs as well as the Government Relations chair on the WSCA Governing Board, and was a member of the WSCA Executive Committee. I was involved with the local Tri-County Counselors' organization in Northeast Wisconsin. For over three years, my position at DPI involved work with Alcohol and other Drug Abuse (AODA) Prevention programming and grants, which meant working with many school counselors who also wear the hat of AODA Coordinator for their districts/buildings. It is great to be back 'home' to my roots in school counseling!

As your state school counseling consultant, I get involved in the myriad of issues that affect the profession: counselor advocacy and accountability, guidance program delivery systems, standards, management issues, licensure, etc. It is my goal to provide you with high quality leadership in school counseling from the state education agency level, to advocate for school counseling and collaborate with school counselors and professional organizations. Working together, we can ensure that all students achieve school success through academic, career and personal/social developmental experiences.

Since the purpose of this column is to keep you abreast of state and federal initiatives, I'd like to start by referencing the No Child Left Behind Act, also known as H.R.1, or the Elementary and Secondary Education Act. A review of H.R.1 reveals a number of pupil services support components. While the intent of the H.R.1 legislation is to target resources to disadvantaged students, and uses reading and math as the entry points, school counselors have a large role to play in supporting achievement of our students. This column seeks to help you see yourself within individual titles of the law as services are described.

For example, Title I is described as existing to "ensure all children have a fair, equal, and significant opportunity to obtain a high-quality education...". Title I lists twelve goals to accomplish this purpose. While not explicitly listed in the language, many of the goals involve school counseling services, including "meeting the educational needs of low-achieving children"; "closing the gap"; "additional services that increase the amount and quality of instructional time"; "Promoting schoolwide reform"; "coordinating services"; and "affording parents substantial and meaningful opportunities". Each of you could create a list of services that would help support your school in meeting these goals.

Title II describes the preparation, training and recruitment of high quality teachers and principals, but this description involves training that taps directly into the skills and knowledge of pupil services personnel. In order to receive subgrants under this Title, local education agencies (LEAs) must describe their strategies for elimination of the achievement gap and how LEAs will provide training to teachers to enable them to "improve student behavior in the classroom and identify early and appropriate interventions" to help students with different learning styles, disabilities, learning needs, or limited English proficiency (Section 2122). Funds may also be used to recruit teachers, principals and pupil services personnel and professional development activities to improve student behavior in class and identify early and appropriate interventions to help students (Section 2123). Again, these fall within the realm of school counselor activities.

Title IV, Part A (Safe and Drug Free Schools and Communities) states that these funds may be used to provide professional development for school personnel, pupil services personnel, and parents. It also allows that drug and violence prevention activities may include, among other things: expanded school-based mental health services, conflict resolution programs, character education programs, alternative education programs, counseling, mentoring, referrals and other student assistance programs, as well as activities that reduce truancy.

Title IV, Part B, the 21st Century Community Learning Centers portion of this title includes counseling programs as just one of the broad array of services available to children after school. (Section 4201).

Title V, Promoting Informed Parental Choice and Innovative Programs, states in (Part A, Subpart 3 Local Innovative Education Programs) that allowable use of funds includes activities to prevent students from dropping out of schools, programs to hire and support school nurses, expansion and improvement of school-based mental health services, and academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment and counseling programs. H.R. 1 defines school-based mental health service providers as a state certified school counselor, school psychologist, school social worker, or other state licensed mental health provider qualified under state law.

I hope that you will use this information as a springboard for your investigation of the No Child Left Behind Act as it relates to your school counseling programs.

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